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TO TEACH READING COMPREHENSION OF SPOOF TEXTS**

AN ARTICLE

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PONTIANAK
2016**

THE USE OF SCAFFOLDED READING EXPERIENCE STRATEGY TO TEACH READING COMPREHENSION OF SPOOF TEXTS

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Abstract: The research was conducted to find out the effectiveness of using Scaffolded Reading Experience Strategy to teach English reading comprehension on spoof texts to Year-11 students of “SMA Wisuda Pontianak” in Academic Year 2015/2016. The research method was a quasi-experimental research with one group as experimental group and another group as the control group. The subject of the research was class XIIPA as experimental group and class XISOS as control group. The research data were collected by a test. Both groups were given pre-test and post-test to measure the students’ ability of reading comprehension. The data was analyzed by effect size formula. The obtained effect size was 0.95. It was larger than 0.51 but less than 1.00 and be categorized as moderate. Thus, the effectiveness of Scaffolded Reading Experience Strategy to teach English reading comprehension of Spoof texts to Year-11 students of “SMA Wisuda Pontianak” in Academic Year 2015/2016 was moderate.

Key words: Scaffolded Reading Experience, Spoof Texts.

Abstrak: Penelitian ini dilakukan untuk mengetahui efektivitas dari strategi Scaffolded Reading Experience untuk mengajar pemahaman membaca bahasa Inggris pada teks deskriptif untuk siswa kelas sebelas "SMA Wisuda Pontianak" di tahun ajaran akademik 2015/2016. Metode penelitian yang digunakan adalah quasi-eksperimental dengan satu kelompok sebagai kelompok eksperimen dan kelompok lain sebagai kelompok kontrol. Subyek penelitian adalah kelas XIIPA sebagai kelompok eksperimen dan kelas XISOS sebagai kelompok kontrol. Data penelitian dikumpulkan dengan tes. Kedua kelompok diberi pre-test dan post-test untuk mengukur kemampuan siswa dari membaca pemahaman. Data dianalisis dengan rumus effect size. Effect size yang diperoleh adalah 0.95. Jumlah ini lebih besar dari 0.51 tetapi kurang dari 1.00 dan dikategorikan sebagai moderat atau sedang. Dengan demikian, efektivitas staretgi Scaffolded Reading Experience untuk mengajar pemahaman membaca bahasa Inggris pada teks deskriptif untuk siswa kelas sebelas "SMA Wisuda Pontianak" tahun ajaran akademik 2015/2016 adalah moderat atau sedang.

Kata Kunci: Scaffolded Reading Experience, Teks Spoof.

People may be interested in reading a text if it is related to their social life. They may find out the information about the issues that they heard and caught the problem of the issue. Everyone can go deep on the text if they are motivated into it. In addition the readers will catch the idea of the text easier if they have clues or information. The reading will become very boring if the readers do not have the relevant background knowledge. The previous knowledge of the readers will support the success of reading comprehension. There are four language skills that students need to acquire. They are speaking, reading, listening and writing. These four skills are related one with another to make the students be able to use language like English. Before speaking students need to listen to texts, and before writing they need to read texts. Students need to acquire the skill of reading to enable them to comprehend the materials well. National Reading Panel (NRP) in Rao (2009:4) states that the ability to read requires proficiency in a number of domains such as 'phonemic awareness', 'phonics', 'fluency', 'vocabulary' and 'comprehension or reading comprehension. It means that reading comprehension is important for students to build knowledge before they read the texts.

Pollard (2008:44) states that reading is similar to listening in that it is a receptive skill. It involves students interacting with visual input of language, which they need to process and understand. They monitor their understanding throughout the reading process. When they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as re-reading or asking questions) that may help them re-connect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks. On the other hand, reading can be taught in every occasion that makes students interested in reading texts.

According to Curriculum 2006 (School based Curriculum) cited in Sudira (2006), the students study texts including spoof texts. Spoof texts are covered in the textbook used in the class intensively and extensively. The intensive and extensive exposure and explanation in the textbook is intended to engage the students with the texts. By engaging them with the texts, they may be able to convey information in social life or the texts themselves.

In the process of teaching and learning English in the classroom as observed in addition to the students having low motivation in SMA Wisuda Pontianak, the students were reluctant to read the texts. The text is considered boring. However, students cannot avoid reading activities. They will have reading comprehension test in the final examination. To overcome these problems, it is important to have a good strategy that is suitable with the problem.

The above problems may be overcome by applying a Scaffolded Reading Experience strategy. This strategy has 3 stages of reading. Graves and Graves (2003:6) refer Scaffolded Reading Experience (SRE) to a set of pre-reading that can particularly important because with adequate preparation the experience of reading will be enjoyable, rewarding, and successful. It helps students build their background knowledge in pre-reading activity. During-reading activity helps students connect to the texts with the teacher's help. Post-reading activities help

students to find the idea of the text and check their understanding that provide opportunities for students to synthesize and organize information gleaned from the text so that they can understand and recall important points. From that statement the writer thinks this is a good strategy that can makes students to have not only the focus, but also joy of reading comprehension. They can understand and find the detail information of the texts.

Therefore, through Scaffolded Reading Experience Strategy the teacher can make reading more interesting, enjoyable, and meaningful for the students. It is also stated by Mustika in SMP “Yayasan Kemala Bhayangkari Kubu Raya Pontianak” This strategy is effective to improve the students’ reading comprehension.

Thus, the Scaffolded Reading Experience Strategy can help the teachers to teach reading comprehension in the classroom. Scaffolded Reading Experience makes learning process being enjoyable and builds a good teaching atmosphere which can make the students feel motivated during the teaching learning process. As the result, the students will be able to comprehend spoof texts better.

In conclusion, the writer decided to conduct quasi-experimental research to see how effective Scaffolded Reading Experience Strategy that faced by Year-11 students in SMA Wisuda Pontianak.

METHOD

Research must have a good and suitable method for satisfactory achievement. This research is a quasi-experimental study with non-equivalent control group design. This kind of design includes at least an experimental (treatment) group and a control group. Both experimental and control groups are given pre-test and post-test. The experimental group is taught by applying Scaffolded Reading Experience Strategy. The control group is not manipulated by the experiment. The participants, both experimental and control groups are not assigned randomly.

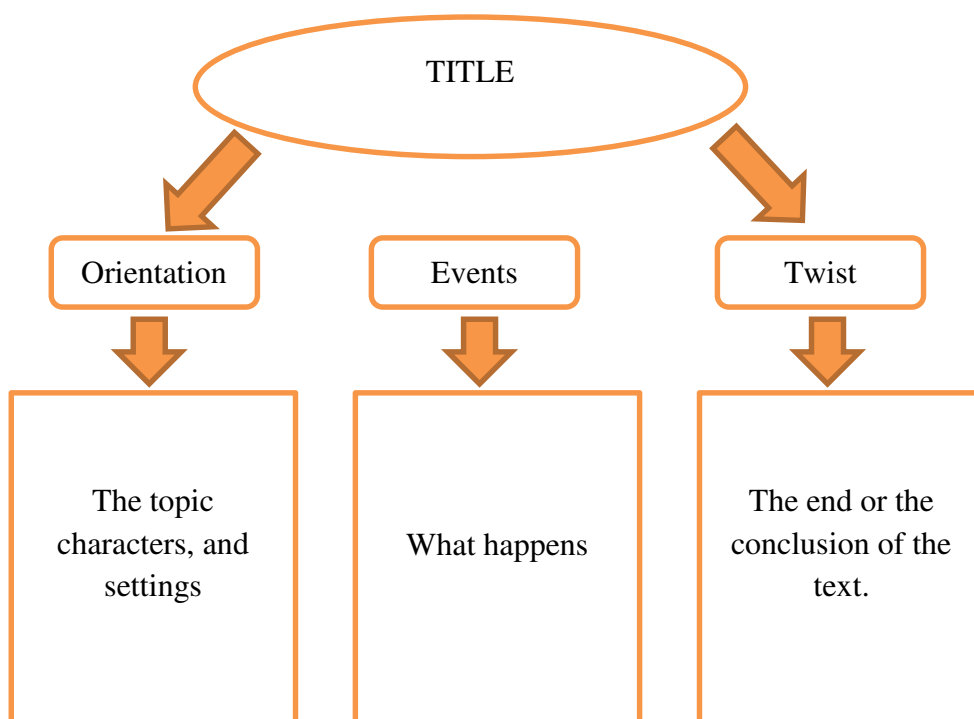
In this research, the population is Year-11 students of SMA Wisuda Pontianak. They are distributed into 2 clusters. They consist of 28 students which are divided as follow:

Table 1
Class Classification

Class XIipa	:	13 students
Class XIsos	:	15 students
<hr/>		
Total	:	28 students

In conducting this research, the writer will have a research in SMA Wisuda Pontianak of the year-11 students. By using scaffolded reading experience strategy, the writer will do several steps. The steps are as follow: (1) First, the writer will define the goal that the students need to reach in learning reading spoof texts. The writer needs to make sure whether the students know the goal in reading comprehension. (2) Second, the writer motivates students by saying that reading spoof text is enjoyable because the story has unpredicted and sometimes

humorous ending. (3) Third, the writer tries to relate the materials with the students' life by asking some questions while doing pre-teaching vocabulary activities to pronounce the word that connect to the idea of material with a good pronunciation and then asks them the meaning of the word. (4) Fourth, explaining the structure in spoof text by making a scheme. The scheme will be continuously used in guided reading activity.



Scheme 1: Scaffolded Reading Experience Strategy

(5) Next, the writer gives the students the texts and asks them to read silently. (6) Next step is the writer reads the text and asks them to repeat it so the teacher can check their pronunciation. It is read by stages. After reading the first paragraph, teacher guide them to the part that include in the first paragraph by asking questions about topic, character and the settings. (7). After that, the writer asks them to fill what they have got to the scheme that is drawn in front of the class. It is continuously done to the second, third or fourth paragraph. (8) After that, the writer asks the students to answer some questions about the text with their partner. (9) The writer and the students discuss about the questions and the spoof text together. (10) The writer asks students difficulties in answering the questions in the task. (11) Finally, the writer will ask the students to share about their findings in the classroom.

The writer uses measurement strategy to measure the reading comprehension by using Scaffolded Reading Experience Strategy. The measurement strategy is the way of how to measure the students test be administrated twice. First, pre-test to collect the data before the treatment is held.

Second, post-test is to collect the data after treatment. Cohen, et al (2006:323) state multiple choices can be quickly coded and quickly aggregated to give frequencies of response. Then, multiple choices will be used as the pre test and post test that include 30 questions.

Tool of data collecting in this research is the multiple choice test. The multiple choice tests do not need to be validated because the test is taken from Interlanguage, *Bahasa Inggris Untuk SMA* and *Buku Ajar Acuan Pengayaan* books that made by the expert. The writer believes the books have already validated as an accurate representation of a candidate's level of language skill because it is particularly designed based on the curriculum. The researcher gives the table specification to show the category in placing the multiple choice test based on the stages (orientations, events, twists) of spoof texts. The table specification can be seen in table 2.

Table 2
Table of items specification

Reading comprehension using Scaffolded Reading Experience	Question Number of Test Items	Total
- Orientation	2, 11, 13, 16, 18, 30	6 items
- Events	4, 5, 7, 17, 23, 24, 25	8 items
- Twist	1, 3, 6, 8, 9, 10, 12, 14, 15, 19, 20, 21, 22, 26, 27, 28, 29	16 items
The number of items	30 items	30 items

To know the standard of the effectiveness of the test, the writer used the effect size, which the formula is shown as follows:

$$ES = \frac{\text{mean of experimental group} - \text{mean of control group}}{\text{pooled standard deviation}}$$

(Cohen, et al 2007:521)

Based on Cohen, et al (2007:521) the effect size can be categorized as: weak effect if the result 0-0.20, modest effect if 0.21-0.50, moderate effect if 0.51-1.00, and strong effect if more than 1.00.

FINDINGS AND DISSCUSSIONS

Findings

After conducting a research in teaching English reading comprehension of spoof texts using Scaffolded Reading Experience strategy to Year-11 students of “SMA Wisuda Pontianak” in Academic Year 2015/2016, the data were analyzed to answer the research question and to test the hypothesis.

To answer the research problem, the data are computed using Effect Size (ES) formula.

The computation is as follows:

$$\begin{aligned} ES &= \frac{MD_E - MD_C}{Sp} \\ &= \frac{10.00 - 3.60}{6.67} \\ &= 0.95 \end{aligned}$$

It can be seen from the above computation that the effect size of using Scaffolded Reading Experience strategy to teach English reading comprehension of spoof texts is 0.95. It is classified as moderate.

The difference of mean score of experimental group (MD_E) and control group (MD_C) are computed respectively as follows:

$$MD_E = 77.69 - 67.69 = 10.00, \text{ and}$$

$$MD_C = 69.07 - 65.47 = 3.60$$

The mean score of each group can be seen in Table 3.

Table 3
The Computation of Difference Mean Score (MD)

Group	M ₁	M ₂	MD
Experimental	67.69	77.69	10.00
Control	65.47	69.07	3.600

The pooled standard deviation is 6.67. The computation is detailed as follows:

$$\begin{aligned} SD_{pooled} &= \sqrt{\frac{(N_e - 1)SD_e^2 + (N_c - 1)SD_c^2}{N_e + N_c - 2}} \\ SD_{pooled} &= \sqrt{\frac{(13-1)7.80^2 + (15-1)5.53^2}{13+15-2}} \\ &= 6.67 \end{aligned}$$

The standard deviations of experimental group (SD_E) and control group (SD_C) are 7.80 and 5.53 respectively.

The detailed computation is as follows:

$$\begin{aligned}
 SD_E &= \sqrt{\frac{\sum x^2 - \left[\frac{(\sum x)^2}{N} \right]}{N}} \\
 &= \sqrt{\frac{2092 - \left(\frac{130^2}{13} \right)}{13}} \\
 &= 7.80, \text{ and} \\
 SD_C &= \sqrt{\frac{\sum x^2 - \left[\frac{(\sum x)^2}{N} \right]}{N}} \\
 &= \sqrt{\frac{654 - \left(\frac{54^2}{15} \right)}{15}} \\
 &= 5.53
 \end{aligned}$$

Hypothesis Testing

The research findings show that the effect size of using Scaffolded Reading Experience Strategy to teach English reading comprehension of spoof texts to Year-11 students of SMA Wisuda Pontianak in Academic Year 2015/2016 is 0.95. This effect size is more than 0.51 and less than 1.00. It is categorized moderate. Therefore, Hypothesis C is accepted and Hypotheses A, B, and D are rejected.

Discussions

It is found out that the students' ability in reading comprehension of spoof texts is increased by using Scaffolded Reading Experience strategy. The result of the pre-test shows that the mean score of the experimental group is 67.69 and the result of the post-test shows the mean score of experimental group is 77.69. The interval between the mean score of pre-test and post-test is 10.00. It means that the ability of the students in the experimental group increased highly after the treatment was conducted. Based on the data analysis, the effect size of using Scaffolded Reading Experience Strategy is 0.95 categorized "moderate". The finding shows that scaffolded Reading Experience strategy is not very effective to teach English reading comprehension of spoof texts.

When the students are able to recognize the words automatically, it is easier for them to get the point of the story line. Although the effect size is moderate, the improvement of the students' skill in reading comprehension is very high. Compared to the control group (5.53), the experimental group is higher (7.80).

That the effectiveness of using Scaffolded Reading experience strategy to teach English reading comprehension of spoof texts is moderate can be due to the obstacles during the research was conducted. The first obstacle was because the learning activity held in the afternoon. The temperature of the class is so terrified.

It is also getting worst with the classroom's condition which is not completed with air conditioner (AC) or fan. Pat (2012:725) states facilities and materials for teachers and students therefore can be perceived as significant factors for a classroom. Students seem to learn the most when they feel the environment is conducive and supportive. The students felt not comfortable to learn in such a classroom. It was expressed by the students by complaining the temperature in the classroom. It made the concentration of the students not focused and discomfort.

Second obstacle was about the classroom condition that seems like messy and disturbed by the crowded from the next class. The building is still in recovery, so the crowded can be easily heard. It is stated by Tanner cited in Higgins, et al (2005:22) that the former refers to buildings and ground which encourage ease of movement, presumably avoiding feelings of crowding. The condition makes students do not focus on learning activity.

Another obstacle is due to the students background that before they go to school they need to work in the morning. So they feel exhausted after working. The concentration seems getting lower. If the above mentioned obstacles could be overcome well, teaching English reading comprehension of spoof texts using Scaffolded Reading Experience strategy can be more effective.

Scaffolded Reading Experience strategy is in fact good to be applied to teach English reading comprehension. According to Collins et al cited in Reiser (2004:274), learning by scaffolded has traditionally been used to refer to the process by which a teacher or more knowledgeable peer assists a learner, altering the learning task so the learner can solve problems or accomplish tasks that would otherwise be out of reach. By applying Scaffolded Reading Experience strategy, the students can be easily managed how should they done first to prior the main thing of the text. However, Scaffolded Reading Experience strategy was still not functionally maximum due to the students' concentration which was combined by the temperature, classroom condition, and student background.

Although the application of Scaffolded Reading experience to teach English reading comprehension of spoof texts is moderate, the improvement of the students' reading skill is far better than the strategy applied to control group. Scaffolded Reading Experience strategy can be categorized as moderately effective and better alternative than the strategy commonly used by the teacher to teach English reading comprehension of spoof text to Year-11 students of "SMA Wisuda Pontianak" in Academic Year 2015/2016.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the data analysis, the effect size of Scaffolded reading Experience strategy is 0.95 and it is categorized moderate. It means that Scaffolded Reading Experience strategy improves the students' reading comprehension skill. It is supported by the increase of experimental group's mean score. The mean score of experimental group's pre-test is 67.69 and the mean score of experimental group's post-test is 77.69. It means that the interval of pre-

test and post-test is 10.00. The improvement of the students' skill performance in reading comprehension after the treatment was conducted is very high. The standard deviation of experimental group (SD_E) (7.80) is higher and better than the standard deviation of control group (SD_C) (5.53). To conclude, the concept mapping in Scaffolded Reading Experience strategy could help the students comprehend the text well. They could recognize the idea, character, and the conflict happen in the texts easily. The hypothesis of "The effectiveness of Scaffolded Reading Experience strategy to teach English reading comprehension of spoof texts to Year-11 students of SMA Wisuda Pontianak in Academic Year 2015/2016 is moderate if the effect size is 0.51-1.00" is accepted.

Suggestions

Based on the data analysis of the research and the conclusions, the researcher would like to give some suggestions as follows: (1) English teacher needs to choose appropriate strategy that suitable with the classroom situations. (2) It is recommended to the English teacher as the alternative strategy to teach English reading comprehension of spoof texts. (3) In using this strategy, make sure that English teacher has very well preparation. (4) English teacher is suggested to give a clear instruction of using Scaffolded Reading Experience strategy to the students to avoid misunderstanding in performing English reading comprehension. (5) Scaffolded reading Experience strategy can be applied but it is required to pay attention to the weather, classroom condition, and class management.

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